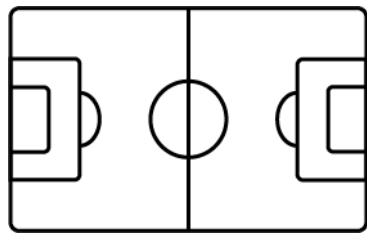




Foundation

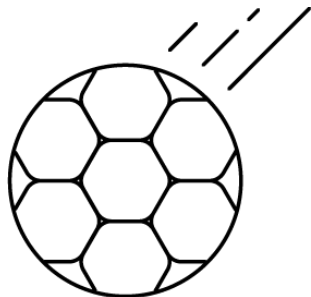
Inscape House School 2025/26 Impact Report

Statistics for Inscape House



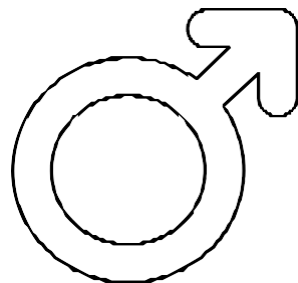
61

Participants
engaged



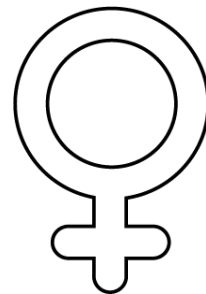
191

Sessions
Delivered



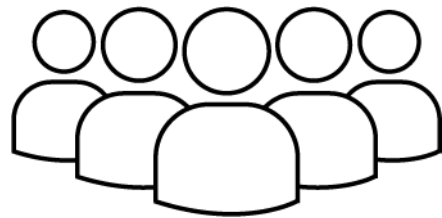
43

Male
Participants



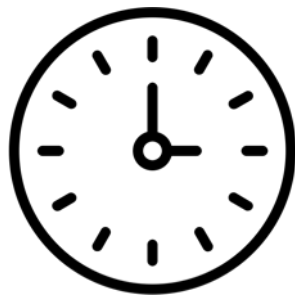
18

Female
Participants



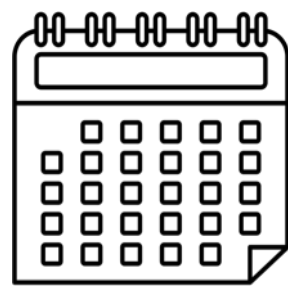
859

Aggregate
attendance



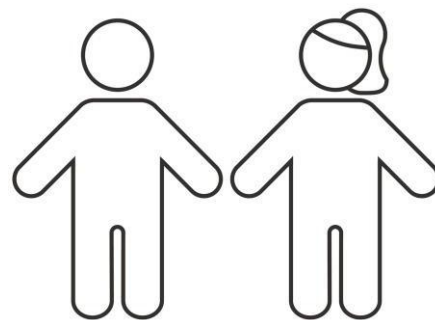
223

Hours of
Delivery



5 years

Length of
Partnership



11%

Ethnically and Culturally
Diverse Participants

Ofsted Framework



Foundation

Ofsted Framework

Slides:

Inclusion:

- Leaders and staff establish strategies that consistently enhance the opportunities and experiences of disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being.
- Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are systematically and skilfully adjusted as needed, so that they make a sustained difference to pupils’ opportunities and experiences. Well analysed, quantitative and qualitative data underpins leaders’ decisions.

19, 25, 28, 33, 36, 38

Achievement:

- Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face other barriers to their learning and/or well-being, consistently achieve well, develop detailed knowledge and skills, and produce high-quality work across the curriculum.
- All pupils, including the groups above, are consistently well prepared for the next stage in their education, employment or training.

17, 18, 19, 28, 32

Attendance and Behaviour:

- Tailored and responsive reasonable adjustments and adaptations, interventions and/or support for pupils who need help to improve their behaviour have a demonstrable impact.
- The importance of high attendance is consistently promoted well by leaders and staff. High-quality training and support enable them to have supportive but challenging conversations with pupils and families when attendance needs to improve.

30, 39, 40

Personal development and Wellbeing:

- Pupils are confident, resilient and independent. They are reflective, behave with integrity and cooperate consistently well with others. They are very well prepared for life beyond school.
- Leaders and staff have a deep understanding of all their pupils and are systematic in anticipating and identifying which individuals or groups might need additional pastoral support. What is provided is highly effective.
- Secondary-age pupils have a wide range of opportunities to learn about their options for education, support and training after school. The school engages well with employers in the local area to ensure that pupils are well informed. Pupils know what they need to do to achieve their ambitions.
- The programme of personal development is extensive and carefully tailored to the school’s context and pupils’ aspirations. Pupils, including disadvantaged pupils, those with SEND, those who are known (or previously known) to children’s social care, and those who may face barriers to their learning and/or well-being, participate and benefit fully.
- Evidence of the impact of the personal development programme is clear on the outcomes and experiences of pupils, including the groups of pupils listed above.

8, 9, 11, 12, 14, 22, 23, 33, 36



My work at Inscape House School ensures every young person feels valued, supported, and inspired to reach their full potential.

Curriculum Delivery



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Health and Wellbeing Sessions

During term one:

Across **4** weekly sessions, **30** students engaged in health and wellbeing curriculum delivery sessions.

Collectively, students were engaged for **75** hours.

The topics for this term were Boccia and Volleyball.

Health and Wellbeing

Across, Middle, Upper and Post 16, several students took part in Boccia for the first half term and Volleyball for the second.

Students learned how to play boccia by developing skills such as controlled rolling, aim, spatial awareness, and turn-taking, alongside understanding rules, scoring, and measuring the distances between jacks to decide the scores.

In volleyball, students developed skills in serving, passing, setting, and teamwork, while learning how to rotate positions and communicate effectively during play. It was great to see students work together in teams to successfully score points during short games.



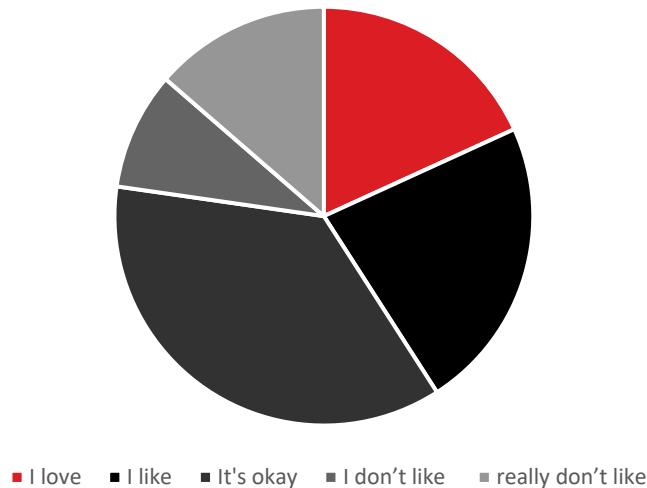
A team game of volleyball

Health and Wellbeing Session Feedback

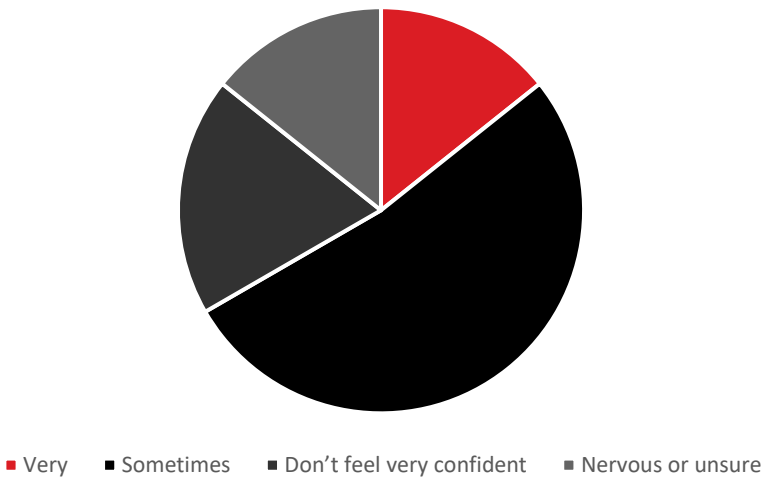
Term one:

22 students completed a questionnaire about their Health and Wellbeing sessions and their opinions on exercise.

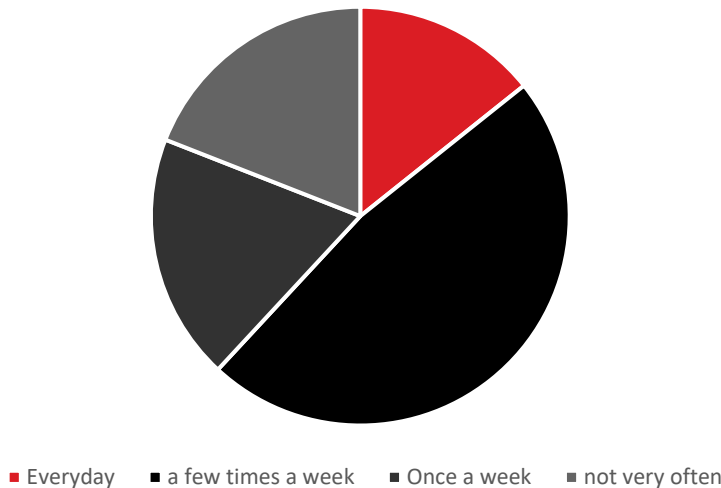
How do you feel about H & W lessons?



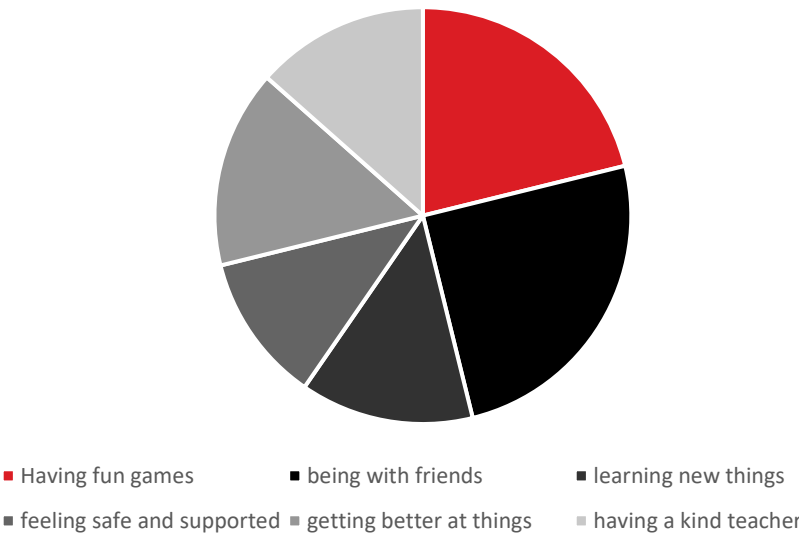
Do you feel confident when you do Health and Wellbeing



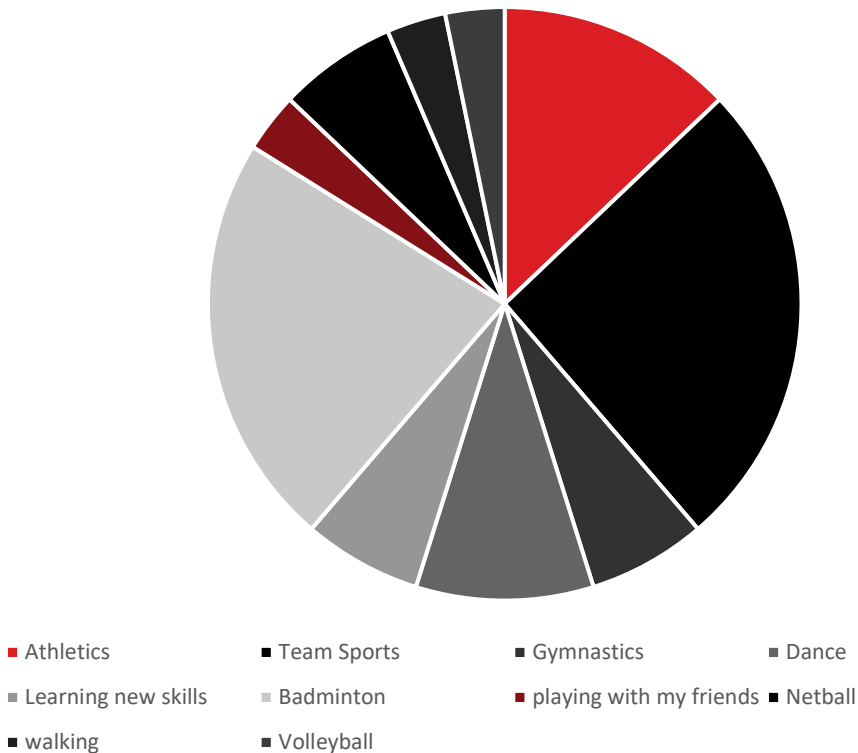
How often do you do physical activity out of school?



What helps you enjoy your Health and Wellbeing sessions?



What do you enjoy most in Health and Wellbeing?



Health and Wellbeing Session Feedback Continued

Students were asked whether they thought Health and Wellbeing was important. Here are some of the responses:-

‘Yes, when I do it, I get better at it.’

‘Yes, keeps you fit.’

‘Yes, because you work on your health and if you struggle at things people can help you get better at it.’

‘Yes, because it keeps you healthy and happy.’

‘To learn a new skill.’

Overall, the responses were positive, and its clear students enjoy taking part in their Health and Wellbeing lessons.

M1 - Health and Wellbeing

During health and wellbeing sessions for M1, students focused on developing fundamental movement skills through activities involving movement, direction, throwing and catching.

As the session was in the afternoon, at the start of the session students were encouraged to lay quietly on a yoga mat and listen to relaxing music as a tool to regulate them ready for the lesson.

The students then worked together to complete short teamwork activities that linked with movements around the room, and specific skills like throwing, aiming, catching and kicking.

They then enjoyed free exploration time, where they engaged with a variety of equipment to support teamwork, coordination, and creativity. Popular choices included parachutes, footballs, Connect 4 games, and scooter boards, which allowed students to build physical skills while having fun.

L2 – Health and Wellbeing

Students in L2 have been introduced to a range of sports equipment, allowing them to explore and experiment each week. They enjoyed using the parachute to work together and experience different vantage points, encouraging spatial awareness and turn taking. A variety of balls were used to practise key skills such as rolling, throwing, and bouncing. Students also explored movement using rhythmic ribbons and travelling around the space in different ways including running, jumping, and walking.



Student sat under the parachute



Student sharing a game of connect four

Individual Programmes



Foundation

AW & TD

Alfie and Terry have taken part in weekly sessions, choosing to play different sports with each other.

There was a mixture of outdoor and indoor activities, including basketball, football and badminton for them to choose to do each session.

Terry's favourite activity was badminton, and he enjoyed playing it against both staff and students. His serving technique has improved throughout the sessions.

Alfie's favourite activity was football, he enjoys playing one on one against another player and practicing his shooting ability in the process. He is great at working as part of a team and communicating to his teammates with his ideas during the games.



Two students playing Badminton

Extracurricular



Foundation

Break and Lunch time clubs

Students from across school have had the option to attend different break and lunch time clubs, including football, Just Dance, Basketball, Badminton and Circuits.

Students have enjoyed playing basketball outside, practising their dribbling and shooting. This has been the same with football, where students have enjoyed target practice and using their attacking and defending skills.

M1 - Offsite

Students have been visiting Wythenshawe Park throughout the term as part of their community access lessons. During these outings, they practise important road safety skills while travelling safely to the play area. Once there, students independently choose from a range of play equipment, including the roundabout, swings, slide, and climbing frame.



Students sharing the 5-seater swing at the park.



A student jumping on the trampoline at the park

U1 Keep Fit

Four students from U1 enthusiastically take part in weekly Keep Fit sessions aimed at improving their overall fitness and wellbeing.

Each session begins with a lively warm-up, dancing around the classroom to raise their heart rates and prepare their bodies for exercise.

Students then complete a circuit-style workout, performing each exercise for 40 seconds followed by a one-minute rest. In total, they complete eight different exercises, including squats, sit-ups, arm circles, star jumps, and running on the spot, helping to build strength, stamina, and coordination.



Two students doing the Toe Touches exercise

TV Production Workshop

A TV producer from Lifted Entertainment delivered an engaging TV production workshop for several students as part of Creative Careers Month. Patrick, who creates and produces television programmes for channels ITV and BBC, spoke to students about the industry and the range of roles involved in bringing a show to screen.

In preparation for the workshop, students were asked to think about their own interests and how these could be developed into ideas for a television show. During the workshop, students were given briefs for different TV channels and challenged to create original TV concepts, including reality and game shows.

In the afternoon session, Patrick introduced and trialed potential game show ideas that could appear on television in the future. Students took part in testing the concepts and were then asked to provide feedback on what they liked and disliked, helping them to understand the importance of audience engagement and evaluation in the TV production process.



Students taking part in a pilot quiz show as part of the workshop.

‘A big thank you from the pupils and me for delivering such an interesting and engaging workshop today. Both pupils and staff really enjoyed the session and learned so much about the different roles within the industry and the amount of work that goes into creating a show. We truly appreciated the time and effort you put into the resources and for making the workshop so dynamic and inspiring. Thank you again for giving our pupils such a valuable experience.’

Marie – Careers Teacher

**‘I absolutely loved coming in and working your team and your students.
They were all so creative and I left with loads of great ideas and new ways of thinking about brainstorming.
I really appreciate you having me.’**

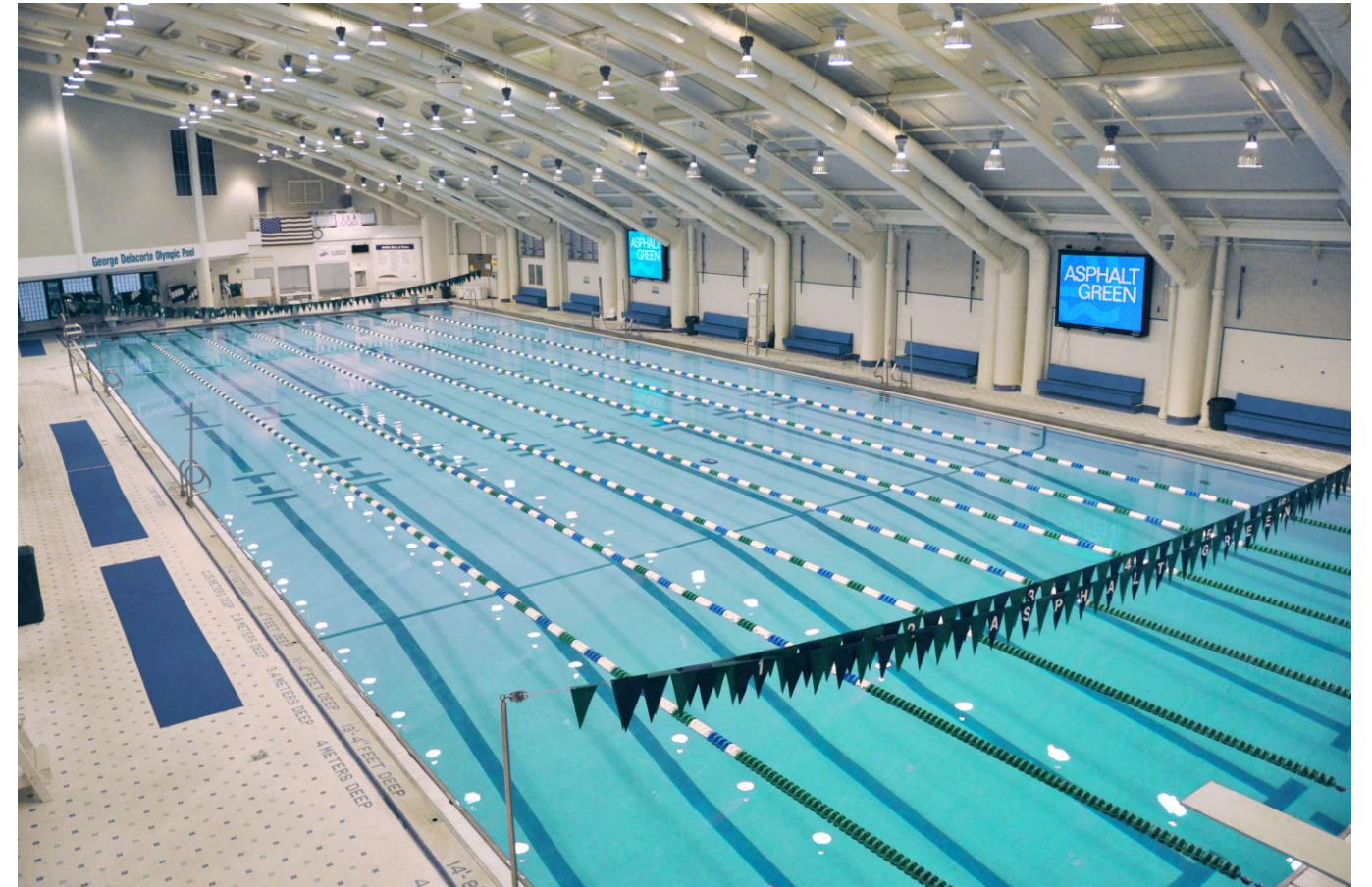
Patrick – Workshop host

L5 – Swimming

Two students from L5 attended weekly swimming sessions at Avondale Swimming Pool.

During these sessions, the students practiced swimming lengths. One student confidently swam multiple lengths using breaststroke, front crawl, and back crawl. The other student focused on building confidence in the water and, by the end of the term, was able to swim without armbands. They swam alongside the pool wall for support and successfully completed lengths on their back.

The students also enjoyed free time during the sessions, where they had fun jumping into the pool together.



Swimming pool

Nurtures

During the term, students from the nurture classes rotated between swimming and health and wellbeing sessions. These nurture sessions provide a structured yet safe and engaging environment where students could explore their interests, try new activities, and develop skills through both familiar and new sports.

For students who were new to the school, the health and wellbeing sessions were used to support a positive afternoon transition into school. During the first half term, one student used the hall space to engage in insect-themed activities as this is one of her main interests. Activities included searching for hidden insect images and leading staff-guided games by independently creating rules and scoring systems, which helped build trust with myself and worked on her Maths and English skills.

Volunteering



Foundation

Meadowbank Primary School Work Experience

Post-16 student Jack has been attending Meadowbank Primary School every Thursday afternoon to shadow and work alongside the sports coaches delivering two PE sessions to Year 6 pupils.

This half term, the focus has been on hockey, and Jack has played an active role in supporting students to develop their skills and confidence in the sport. He has assisted with a range of hockey drills, including dribbling through cones, push passing, receiving on the move, and small-sided games to develop teamwork and spatial awareness.

Jack has confidently taken the lead in short activities, providing clear demonstrations of passing and receiving techniques, offering feedback, and encouraging positive participation. Each week has helped him develop key skills required for working as a sports coach and his confidence is growing in being able to support learners in lesson environments.

‘We are very impressed with Jack’s engagement in the sessions. We like having him apart of them.’

PE Coach at Meadowbank Primary School

MUFC Engagement



Foundation

Megastore Work Experience – Case Study

An Inscape Vocational College student Summer has enjoyed a placement at the Manchester United Megastore giving her an insight into the retail industry. After attending an initial induction to meet staff and become familiar with the store, each week Summer has assisted with unboxing new stock, pricing items, and applying security tags, gaining a better understanding of stock management and store organisation. Summer was polite and professional throughout, speaking to both staff and customers.



Student restocking the scarves on the shop floor



Student putting price tags on items

‘Every Tuesday morning, Summer has been attending the Manchester United Megastore as part of her work placement. This experience has supported her in developing her interaction skills with other adults and has helped her gain confidence in working as part of a team. It has also enabled her to build resilience and adapt to new workplace situations.’

Alex – Educational assistant

Christmas content filming day

Jude, a Lower School student, was invited to take part in the Christmas content filming day at Old Trafford, where he filmed festive scenes for various media outlets alongside the men's first team players. Throughout the day, Jude had the opportunity to meet the players and was surprised by Tom Heaton with the exciting news that he would be a matchday mascot on Boxing Day. To mark the occasion, Bruno Fernandes gifted Jude a pair of boots and a full kit to wear for the game.



A video of students meeting Manchester United player Bruno Fernandes



Students smiling in front of Christmas Tree

‘I just wanted to take a moment to say a huge thank you for organising such an incredible experience for Jude at Manchester United. The opportunity to meet the players and be part of the filming was truly unforgettable it meant so much to him (and to all of us!). It was clear how much care you put into making the day special, and we’re so grateful for the time and energy you invested to make it all happen and that you nominated Jude to be included. Please pass on our thanks to everyone involved as well. It was a day Jude will never forget.’

Jude’s mum

Student Mascot

Jude was given the amazing opportunity of being a match day mascot at Old Trafford for the Manchester United vs Newcastle United game on Boxing Day. He was able to meet all the players before their warmup, watch the warmup and then walk with the goalkeeper Senne Lammens. Jude had an amazing time and enjoyed watching the game too.



Jude smiling for a photo at Old Trafford



Jude walking out with the Manchester United Goalkeeper at kick off



Jude walking out with the Manchester United team

Manchester United Skills Day

Four students visited Old Trafford to go to the Megastore and Red Café and learn about the different job roles in both areas. During the visit, students had the opportunity to meet staff members in the red café, where they discovered what it's like to work in a busy restaurant setting, including customer service, food preparation, and managing orders. In the megastore, students learnt about the retail side of operations, learning how products are displayed, sold, and managed. They then enjoyed a stadium tour.



A student standing in front of the merchandise in the Megastore



Two students sitting in front of a player's name in the changing room



Two students standing posing with a Manchester United Flag

Enrichment



Foundation

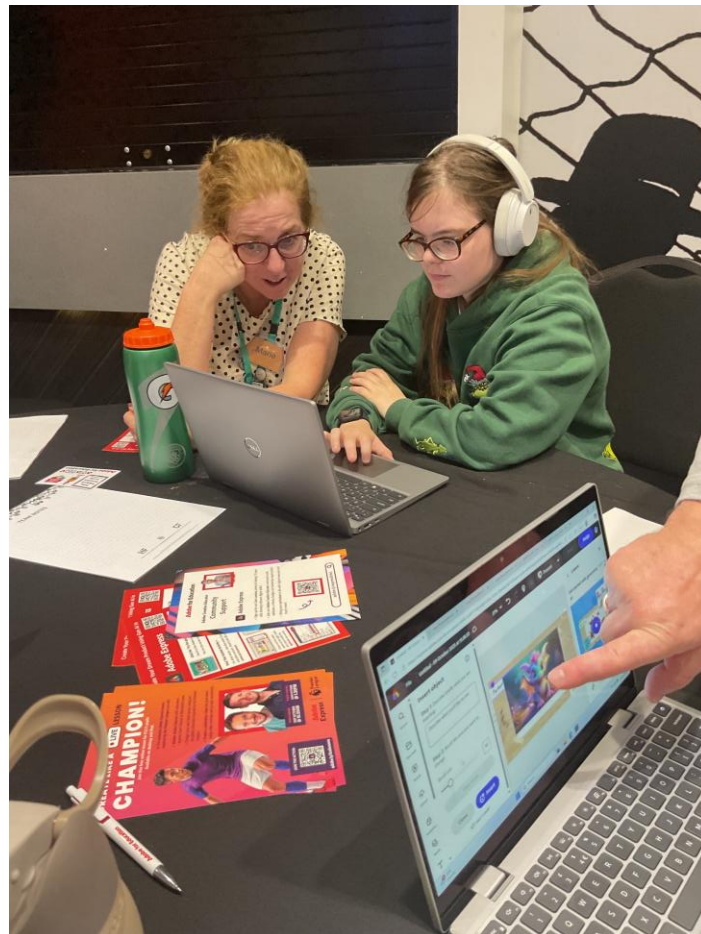
Opportunities Offered This Term

As a school Manchester United Foundation offered the following opportunities to us:

- Several clothing donations, including the Winter Campaign coat donations.
- Lower school student took part in Christmas Content filming and was a matchday mascot
- Several events hosted by the Foundation including STEM event, Cinema, Multisport Event and PlayFactore, Football and Mini Medics, Eco Reds and Boccia Tournament.
- Stadium Tours included in events at Old Trafford.
- Megastore Work Experience.
- Skills Day at Old Trafford.
- Two students completed their Mini Medics Qualification this term.

Female STEM Event

A group of female students from across Upper and Post 16 attended a STEM day hosted by the Manchester United Foundation in partnership with CyberFirst and IN4 Group. The day featured a variety of interactive workshops designed to inspire an interest in STEM careers. Students had the opportunity to meet leading global tech companies, hear from inspiring female leaders in STEM industries, and explore cutting-edge innovations in areas such as artificial intelligence, cybersecurity, coding, and robotics.



A student and staff member working on a website design together.



A student programming a robot

‘I liked the robot activity, and how interactive it was. I liked the challenge of having to program the robot to go around a course. It took a couple of attempts, but I was happy when I managed to do it!’

Kyra - Student

International Day for Persons with Disabilities Event

To celebrate the international day for persons with disabilities, the Foundation hosted an inclusive multi-sport event at The Cliff. Students from across Lower and Middle School took part in a variety of engaging sessions designed to promote teamwork, confidence, and accessibility in sport.

Throughout the day, students developed new skills in football, boxing, nerf shooting, boxing and golf. They also tried adapted activities such as visually impaired baseball.



A student boxing



Two students playing badminton

Play Factore – Christmas Party

As a reward for their hard work and positive engagement in health and wellbeing lessons this term, seven students from M5 were given the opportunity to spend an exciting day at Play Factore.

During their visit, students had two hours to explore and enjoy the wide range of facilities on offer, including climbing structures, slides, obstacle courses, and interactive play zones. After a busy morning, the group enjoyed lunch together before returning to school.



Inside Play Factore

Everyman Cinema

U1 students have worked very hard this term in their keep fit sessions, so as a Christmas reward organised by the Manchester United Foundation, they were invited to the Everyman Cinema to watch a screening of Home Alone with popcorn. After the film, they were able to stay at the cinema, to relax and eat pizza.



A student enjoying pizza at the cinema



Two students sat in the cinema

‘Thank you on behalf of the students. What a fantastic morning we had watching Home Alone and the treat of a pizza!’

Jacqui – U1 Teacher

The opportunities and experiences offered to students at Inscape House School go far beyond football. They are designed to expand learning, develop their skill sets, and build on their confidence.



Foundation

Thank You